

**ELEMENTARY ENGLISH LANGUAGE ARTS – Participation v1.5**

<b>Grade Span</b>	<b>Emerging</b>	<b>Attained</b>	<b>Surpassed</b>
<b>Elementary General Statement</b>	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a student who is <b>emerging toward the performance standard</b> should typically, with considerable to moderate assistance, be able to...	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a student who has <b>attained the performance standard</b> should typically, with considerable to moderate assistance, be able to...	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a student who has <b>surpassed the performance standard</b> should typically, with moderate to limited assistance, be able to...
<b>Elementary Performance Level Descriptor</b>	<b>Accessing Information: Word Study</b> recognize a <i>few</i> frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols).	<b>Accessing Information: Word Study</b> recognize <i>some</i> frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols).	<b>Accessing Information: Word Study</b> recognize <i>many</i> frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols).
	<b>Accessing Information: Comprehension</b> demonstrate <i>limited understanding</i> of simple text elements (e.g., main characters, setting).  demonstrate <i>limited understanding</i> of simple directions regarding routines.	<b>Accessing Information: Comprehension</b> demonstrate <i>basic understanding</i> of simple text elements (e.g., main characters, setting).  demonstrate <i>basic understanding</i> of simple directions regarding routines.	<b>Accessing Information: Comprehension</b> demonstrate <i>understanding</i> of simple text elements (e.g., main characters, setting).  demonstrate <i>understanding</i> of simple directions regarding routines.
	<b>Expressing Ideas</b> respond to prompts with the expression of <i>limited ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).  maintain <i>limited</i> conversational focus (e.g., eye contact).	<b>Expressing Ideas</b> respond to prompts with the expression of <i>basic ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).  maintain <i>basic</i> conversational focus (e.g., eye contact).	<b>Expressing Ideas</b> respond to prompts with the expression of <i>ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/ expressions).  maintain conversational focus (e.g., eye contact).

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<sup>1</sup> When using age/grade appropriate instructional materials.

## MIDDLE SCHOOL ENGLISH LANGUAGE ARTS – Participation

Grade Span	Emerging	Attained	Surpassed
<b>Middle School General Statement</b>	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a student who is <b>emerging toward the performance standard</b> should typically, with considerable to moderate assistance, be able to...	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a student who has <b>attained the performance standard</b> should typically, with considerable to moderate assistance, be able to...	Based on the <i>Participation EGLCEs</i> , <sup>1</sup> a student who has <b>surpassed the performance standard</b> should typically, with moderate to limited assistance, be able to...
<b>Middle School Performance Level Descriptor</b>	<b>Accessing Information: Word Study</b> recognize and demonstrate <i>limited understanding of a few</i> frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols).	<b>Accessing Information: Word Study</b> recognize and demonstrate <i>basic understanding of some</i> frequently encountered objects and/or pictures paired with words.	<b>Accessing Information: Word Study</b> recognize and demonstrate <i>understanding of many</i> frequently encountered objects and/or pictures paired with words.
	<b>Accessing Information: Comprehension</b> demonstrate <i>limited understanding of</i> simple text elements (e.g., main characters, setting).  demonstrate <i>limited understanding of</i> simple questions regarding familiar routines and experiences.	<b>Accessing Information: Comprehension</b> demonstrate <i>basic understanding of</i> simple text elements (e.g., main characters, setting).  demonstrate <i>basic understanding of</i> simple questions regarding familiar routines and experiences.	<b>Accessing Information: Comprehension</b> demonstrate <i>understanding of</i> simple text elements (e.g., main characters, setting).  demonstrate <i>understanding of</i> simple questions regarding familiar routines and experiences.
	<b>Expressing Ideas</b> respond to prompts with <i>limited ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).  maintain <i>limited</i> conversational focus and participation (e.g., eye contact, gesture, expressions).	<b>Expressing Ideas</b> respond to prompts with <i>basic ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).  maintain <i>basic</i> conversational focus and participation (e.g., eye contact, gesture, expressions).	<b>Expressing Ideas</b> respond to prompts with <i>ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/ expressions).  maintain conversational focus and participation (e.g., eye contact, gesture, expressions).

<sup>1</sup> When using age/grade appropriate instructional materials.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS- Participation

Grade Span	Emerging	Attained	Surpassed
<b>High School General Statement</b>	Based on the <i>Participation EBS</i> , <sup>1</sup> a student who is <b>emerging toward the performance standard</b> should typically, with considerable to moderate assistance, be able to...	Based on the <i>Participation EBS</i> , <sup>1</sup> a student who has <b>attained the performance standard</b> should typically, with considerable to moderate assistance, be able to...	Based on the <i>Participation EBS</i> , <sup>1</sup> a student who has <b>surpassed the performance standard</b> should typically, with moderate to limited assistance, be able to...
<b>High School Performance Level Descriptor</b>	<b>Accessing Information: Word Study</b> recognize and demonstrate <i>limited understanding of a few</i> frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols) in specific contexts (e.g., vocational, recreational).	<b>Accessing Information: Word Study</b> recognize and demonstrate <i>basic understanding of some</i> frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols) in specific contexts (e.g., vocational, recreational).	<b>Accessing Information: Word Study</b> recognize and demonstrate <i>understanding of many</i> frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols) in specific contexts (e.g., vocational, recreational).
	<b>Accessing Information: Comprehension</b> demonstrate <i>limited understanding of</i> simple text elements (e.g., main characters, setting).  demonstrate <i>limited understanding of</i> simple questions related to assigned tasks.	<b>Accessing Information: Comprehension</b> demonstrate <i>basic understanding of</i> simple text elements (e.g., main characters, setting).  demonstrate <i>basic understanding of</i> simple questions related to assigned tasks.	<b>Accessing Information: Comprehension</b> demonstrate <i>understanding of</i> simple text elements (e.g., main characters, setting).  demonstrate <i>understanding of</i> simple questions related to assigned tasks.
	<b>Expressing Ideas</b> respond to prompts with <i>limited ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).  maintain <i>limited</i> conversational focus and participation (e.g., eye contact, gesture, expressions).	<b>Expressing Ideas</b> respond to prompts with <i>basic ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions).  maintain <i>basic</i> conversational focus and participation (e.g., eye contact, gesture, expressions).	<b>Expressing Ideas</b> respond to prompts with <i>ideas</i> related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/ expressions).  maintain conversational focus and participation (e.g., eye contact, gesture, expressions).

<sup>1</sup> When using age/grade appropriate instructional materials.